

A Photographic Cross Curricular Introduction to New Zealand & the Maori

Grades 3-6



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Creative Concepts

A Photographic Introduction to New Zealand

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Teacher Notes

Dear Educator,

In the summer of 2002, a small group of 18 educators embarked upon a Fulbright-Hays trip to New Zealand with the purpose of learning about New Zealand and the Maori culture. It was an amazing and intense trip and one which was enjoyed by all of us. As a requirement for accepting the scholarship, each participant must submit a curriculum, on a topic of their choosing to the Fulbright office.

There is an accompanying website to this curriculum. It contains weblinks, information about New Zealand and the Maori. It is located at: <http://users.rcn.com/heistad>

This curriculum covers the areas of geography, math and English language arts. It uses photographs to introduce the students to both New Zealand and aspects of the Maori culture. If you are interested in the other curriculums that were created please refer to the Fulbright New Zealand website: www.fulbright.org.nz.

The geography unit focuses on using maps and on teaching general knowledge about New Zealand. This is done by an interactive geography game which links playing cards with information on them about a particular location in NZ with photos from that region. Students are then asked to complete a scavenger hunt for information which covers a wide range about New Zealand and the Maori people.

The English Language arts unit focuses on the concept of storytelling. The Maori people relied upon storytelling to pass along their history as their language was an oral one. To aid in the capturing of these stories, large carvings were made within their meeting houses that represented the stories of each tribe. This unit exams these columns and 4 Maori legends. The students are then asked to create their own legends and their own "carvings" in the form of drawings.

The Math unit looks at the tukutuku (patterned weavings) that are also located in the meeting houses. Each pattern is geometrical in shape and often has a mirror image created within it. Each pattern also has a story that accompanies it and they students learn how to study and create a geometric pattern.

I hope you enjoy this introduction to the Maori and New Zealand.

Sincerely,

Kari Heistad

Introduction to the Maori

The Maori people came to New Zealand about a thousand years ago from the Polynesian islands (see map in the Geography unit). While some westerners have depicted this discovery as accidental, in reality the Maori ancestors were skilled navigators who used the stars to travel both to and from New Zealand. The importance of heavenly navigation is reflected in the New Zealand flag which depicts the south cross constellation. The Maori culture was a highly sophisticated culture which centered upon village life and complex trading and waring relationships among the 53 tribes.

The Maori numbered approximately 115,000 when New Zealand was “discovered” by the western world, primary through the sailing journeys of Captain Cook in 1769. He made several journeys to New Zealand, spreading the word of its existence back in Europe. The French were also interested in New Zealand and they too made exploratory journeys. Missionaries had come to New Zealand in 1814 and they joined a small but growing European population called “pakeha” by the local Maori.

Knowing that they would soon be claimed for one of the colonial powers, the Maori approached the British Crown and in 1840, the Treaty of Waitangi was signed. The treaty was signed by over 500 Maori chiefs and the British claimed territorial rule over the north island. In a “close” call, several years later the British learned that the French were sailing to the south island to claim this as a French Territory. This was narrowly averted in the town of Akaroa and the arriving French vessel was bitterly disappointed that they had lost the race by a few days.

While the Treaty of Waitangi guaranteed certain rights to the Maori, the following 125 years were not easy ones for them. Lands were preemptively taken for the good of the crown, or were purchased at ridiculously low prices. Their culture was not recognized and the missionaries converted wide swaths of the population to Christianity. During the first part of the 20th century, speaking Maori was not allowed in schools and the language and culture of the Maori teetered upon the edge of extinction. The possibility of losing their entire culture was recognized by a small group of older Maori women who began creating language nest pre-schools where they spoke to the children only in Maori.

Since the beginning of the language nests in the 1970's the government of New Zealand has begun to rectify some of the injustices that were imposed upon the Maori. Maori is now an official second language and a system of Maori schools has now been created. Curriculum materials have been translated and aspects of the Maori culture are taught throughout all of New Zealand's schools. Concurrent to the development of the language nests has been an active legal fight by Maori tribes to either reclaim their tribal lands or to receive adequate compensation for them from the Land Courts which have been established to examine the claim of each tribe.

For the purpose of this curriculum, the issues discussed here are not covered in detail. Extensive websites are listed both within the lesson units and in the back of the curriculum. If you are interested in a more in-depth examination of New Zealand's history you are encouraged to make use of this resource list. Brief overviews of New Zealand can be obtained from these websites.

World Fact Book: www.cia.gov

Library of Congress: <http://lcweb2.loc.gov/frd/cs/cshome.html>

State Department Background Notes: www.state.gov

Geography: Getting the Lay of the Land

Lesson Goals:

To acquaint the students with the geography of New Zealand, some basic facts about the country and for them to understand some of the impact of the country's geography on its people.

Maori Cultural Connections

Most of the Maori lived (and continue to live) on the warmer north island of New Zealand. It was easier to grow crops, and to survive the winter months. The tribes that moved to the south island (many of them having lost battles over their land in the north) survived more on hunting and gathering than they did on growing crops because the growing season was so much shorter. They also engaged in trade with tribes on the north island for greenstone (or jade as we call it) which was more plentiful on the south island and which was used for weapons, tools and ornamentation. This unit introduces the basic geography of NZ to the students as well as some of the locations that are held sacred to the Maori.

If you desire as a teacher to teach your students more Maori than is listed in this curriculum, a simple Maori vocabulary list has been included in this lesson.

Maori Vocabulary

Kia Ora: (pronounced ki-ora): welcome or hello

Websites

Website for this curriculum: <http://users.rcn.com/heistad>

The best list of maps of New Zealand: <http://www.piperpat.co.nz/nz/maps.html>

Collection of NZ maps in PDF format: <http://www.travelplanner.co.nz/maps/nzmap.pdf>

World Fact Book: www.cia.gov

Library of Congress: <http://lcweb2.loc.gov/frd/cs/cshome.html>

State Department Background Notes: www.state.gov

National Geography Standards: <http://www.ncge.org/publications/tutorial/standards/>

Standards

National Geography Standards: 1, 2, 4, 9, 10, 11,12

Time Allocated: 5 lesson periods

Materials Needed

Copies of the maps made into overheads

5 copies of the colored towns of NZ map (for student reference)

Copies of the game materials

Large map of New Zealand

Copies of an atlas for student use

Lesson Outline

Lesson #1

1. Introduce the unit on New Zealand to the students. Create a K,W,L chart with them about what they know about New Zealand and what they want to know. Teach them the greeting of Kia Ora in Maori.

Geography: Getting the Lay of the Land

2. On a world map or using an atlas have the students find New Zealand. What are the countries that are closest to NZ? What bodies of water surround it? Explain that the country is made up of 3 main islands. The north and south islands and the tiny Stewart Island. Discuss with the students other island countries that they know of. Japan and England are roughly the same size and are good comparisons. New Zealand is the closest country to Antarctica. Knowing this, what can the students deduce about the weather in New Zealand? It is important to discuss with the students that the seasons are the opposite from what they are in the USA because New Zealand is in the southern hemisphere. (Seasons are: Spring:- Sept-Nov., Summer: Dec-Feb., Fall: Mar-May, Winter: June-August)
3. Using the migration map, discuss with the students how the Maori came to New Zealand. The triangle is called the Polynesian triangle and the cultures within it share similarities across their cultural boundaries including similarities in languages, legends and beliefs. The Maori came to New Zealand on large open ocean going canoes.
4. Discuss with the students the flags from New Zealand and the meanings for the Maori and New Zealand flags.
5. Have the students study the population and topography maps. What can they learn from them?
 - The majority of the people live on the North island. Why do they think this is so?
(warmer, flatter land, easier to grow crops)
 - The south island is very mountainous
 - A large portion of the west coast of the southern island has no population
(it is mostly a national park)

There are two maps that show the towns of New Zealand. A black and white map that shows all of the towns (this is a good map to examine next to the topography map so the students can see what the mountainous areas have very few towns) and a colored map which has fewer towns but which lists their names. This colored map is the one students will need to use in the geography game in lesson #2.

Lesson #2

1. Make copies of the game pieces, both the 16 descriptions and the 32 photographs (2 photos per description). Give out the 16 descriptions to 16 students. Then give out the photograph pairs to the remaining students. Any left-over photographs can be put out on a desk for students to find.
2. The game is played as follows: using the clues in the descriptions, students need to find the photographs that match their descriptions. Once they have found their pair, the two students become a team and together they glue the photographs and the description onto their worksheet paper. They will then look at the photographs and make 3 observations about them. Possible questions to ask to stimulate observations:
 - Can they tell what season it is?
 - What type of terrain is in the photograph?
 - What looks familiar to them? What looks different?

Geography: Getting the Lay of the Land

3. The students then need to locate the area where their photos were taken. They should mark this location on their blank map of NZ. There are several pairs that do not have a specific geographic area. For the Southern Alps pair, have them mark where the Southern Alps are.

Lesson #3 and #4

1. Split the room in half, with half of the students becoming “experts” and the other half becoming “scavenger hunters”. Each pair that worked together the day before should be split up, so that there is one expert for each pair, and one who is hunting. The means that each of the 16 pairs will have an expert for the first group. In the second group, depending upon the size of your class, you may have information pages that don’t have an expert there. Pretend that the expert had an important meeting and left their office. The scavenger hunters will have to figure out the information on their own from the page that the expert left “taped to their door”. The experts sets up a desk with their photograph and description in front of them and they answer questions for the svavenger hunters. The hunters move around the room, looking for clues. The goal of the hunters is to fill-in their scavenger hunt pages by looking at the photographs and interviewing the experts.

Lesson #5

1. Geography is very important to the Maori people. So important in fact that whenever they introduce themselves to someone they use geography to explain where they are from. The Maori introduction is done in a special order which is listed below and on the student worksheets. Discuss with the students why an introduction like this would be important. Either as a class or as individual students, complete the Maori introduction using your own mountain, river etc. If you have time, have several students read their introductions to the class. Why were their choices important?

The sentences say “ My _____ is_____.”

Maori

Ko _____	te Maunga (mountain)
Ko _____	te awa (river)
Ko _____	te waka (canoe)
Ko _____	te marae (tribal building)
Ko _____	te iwi (tribe)
Ko _____	te hapu (sub family)
Ko _____	te whanau (family)
Ko _____	taju matua (father)
Ko _____	taku whaea (mother)
Ko _____	ahua (your name)

American adaptation

Your local mountain
Your local river
How did you come to where you live?
School
Grade
Classroom
Each person’s family
Each person’s father
Each person’s mother
Their own name

2. Discuss with the students what they have learned about NZ.

- What surprised them about NZ?
- NZ is an island country, how has this impacted their culture?
- What are similarities and difference to where they live?
- What have they learned about the Maori culture?

Add this to their K,W,L chart.

Maori Vocabulary

Maori Alphabet: A•E•H•I•K•M•N•NG•O•P•R•T•U•W•WH

Consonants: H•K•M•N•P•R•T•W•NG•WH

Vowels:A•E•I•O•U

Greetings

Haere mai - come foreword, welcome
Kia Ora- hello, thank you
Kapai- Good
Kei te pehea koe? How are you?
Tino pai-very good
Kei te pai-I am good
Haere ra- Farewell
Ka kita ano- See you again soon
Morena-Good morning
Pomare- Goodnight

School

Kphanga Reo- Maori preschool
Kurakaupapa-Maori language school
Mahita-Teacher
Akonga-Student
Tepu tuhituhi-Desk
Tepu-table
Tuhituhi-write or draw
Pene-Pen
Pene rakau-pencil
Turu-chair
Papatuhituhi-blackboard
Pukapuka-book
Papa pukapuka-bookshelf
Tioka-chair
Karaka-clock
Pene Hinu-crayon
Kuaha-Door
Pia-Glue
Peita-Paint
Pepa-Paper
Rapa-Eraser
Ruri-Ruler
Kutikuti-Scissors
Matapihi-Window

On the Marae

Hango-food cooked in an earth oven
Hongi-to press noses in greeting
Hui- meeting/gathering for a specific purpose
Kai-food, to eat
Karanga- call of welcome
Mana-quality of authority/control/ power/prestige
Marae- tribal ground, marae
Powhiri-to welcome, welcoming ceremony
Taonga- priceless treasure, often a gift
Tapu-sacred
Waka-canoe or vehicle
Whare- building, house
Wiata- song, to sing

People

Hapu-extended family with a common ancestor
Iwi-tribal group
Pakeha-person of fair skin, typically refers to some-one of European descent
Rangitera- leader, chief, older adult
Whanau-family

Shapes

Tapanon-hexagon
tapawha rite-square
torino-spiral
porohita-circle
tapawha-rectangle
manawa-heart
porotitaha-oval
taimana-diamond
whetu-star
tapatoru-triangle
pewa-crescent

Maori Vocabulary

Place Names

Ara-Path
Awa-River
Maunga- Mountain
Puna- Spring
Rangi-Sky
Tomo-Cave
Motu-Island
Ao-Cloud
Ma-Stream
Moana-Sea
Puke-Hill
Roto-Lake
One-Beach
Wai-Water

Materials

Rakau-pole, tree, wood
Pounamu-Jade (typically called
greenstone in New Zealand)
Wheua-bone
Pereki-brick
One-sand
Wai-water
Waitai-salt water

Months

Hanuere: January
Pepuere: February
Maehe-March
Aperira-April
Mei-May
Hune-June
Hurae-July
Akuhata-August
Hepetema-September
Oketopa-October
Noema-November
Tihema-December

Numbers

Tahi-One
Rua-Two
Toru-Three
Wha-Four
Rima-Five
Ono-Six
Whitu-Seven
Waru-Eight
Iwa-Nine
Tekau-Ten
Tekau ma tahi-Eleven
Tekau ma rua-Twelve
Twkau ma toru-Thirteen
Rua tekau- Twenty
Kotahi rua- One Hundred
Kotahi mano- One thousand

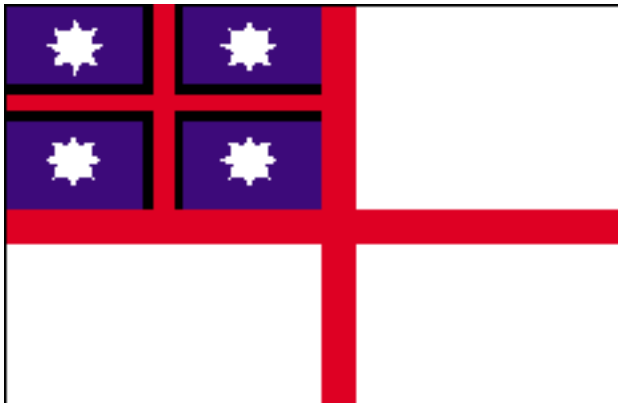
Colors

Whero-Red
Kowhai-Yellow
Kakariki-Green
Kikorangi-Blue
Poroporo-Purple
Ma-White
Pouriuri-Brown
Pango-Black
Karaka-Orange
Koura-Gold
Kiwikiwi-Grey
Mawhero-Pink
Hiriwa-silver

Days of the Week

Mane- Monday
Turei-Tuesday
Wenerei-Wednesday
Taite-Thursday
Paraire-Friday
Hatarei-Saturday
Ratapu-Sunday

Maps of New Zealand



Te Hikutuatahi o Aotearoa (the First Flag of New Zealand)

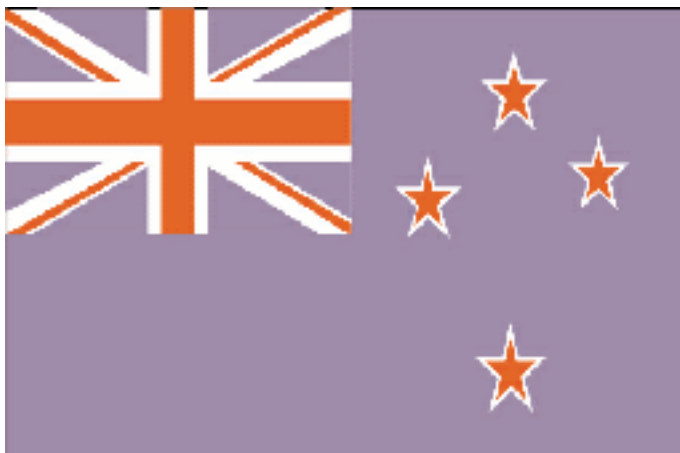
It was first hoisted in 1834 and gazetted in the New South Wales Gazette on 19 August 1835 as the flag of The United Tribes of New Zealand or Te Wakaminenga o nga Hapu o Nu Tireni. Up until that date, New Zealand built ships were not registered and hence received no international recognition and could legally be treated as pirates. When the Sir George Murray was seized and sold and her cargo impounded in 1830, something had to be done. On 28 October 1835 New Zealand declared her independence under this flag, which became known as "Flag of the Confederation of Chiefs of the United Tribes of New Zealand and the Crown of England". This flag was officially replaced as the Flag of New Zealand by the Union Jack when the Treaty of Waitangi was signed. Because this flag was not designed by Maori people (but rather presented as one of three options to Maori by Europeans), there was a competition in 1990 to design a new Maori flag.

The Flag of the Maori nation

In 1990 there was a national flag competition in New Zealand. None of the entries showed any Maori acknowledgement or inspiration. The TE KAWARIKI therefore held their own Maori flag competition.

Black represents Te Korekore the realm of Potential Being. The long darkness from whence the world emerged. White represents Te Ao Marama the realm of Being and light. It is the physical world, where symbolises purity, harmony and enlightenment. The Koru, curling frond shape, represents the unfolding of new life, that everything is reborn and continues. It represents renewal and hope for the future. Red represents Te Whei Ao, the realm of Coming into being. It symbolises

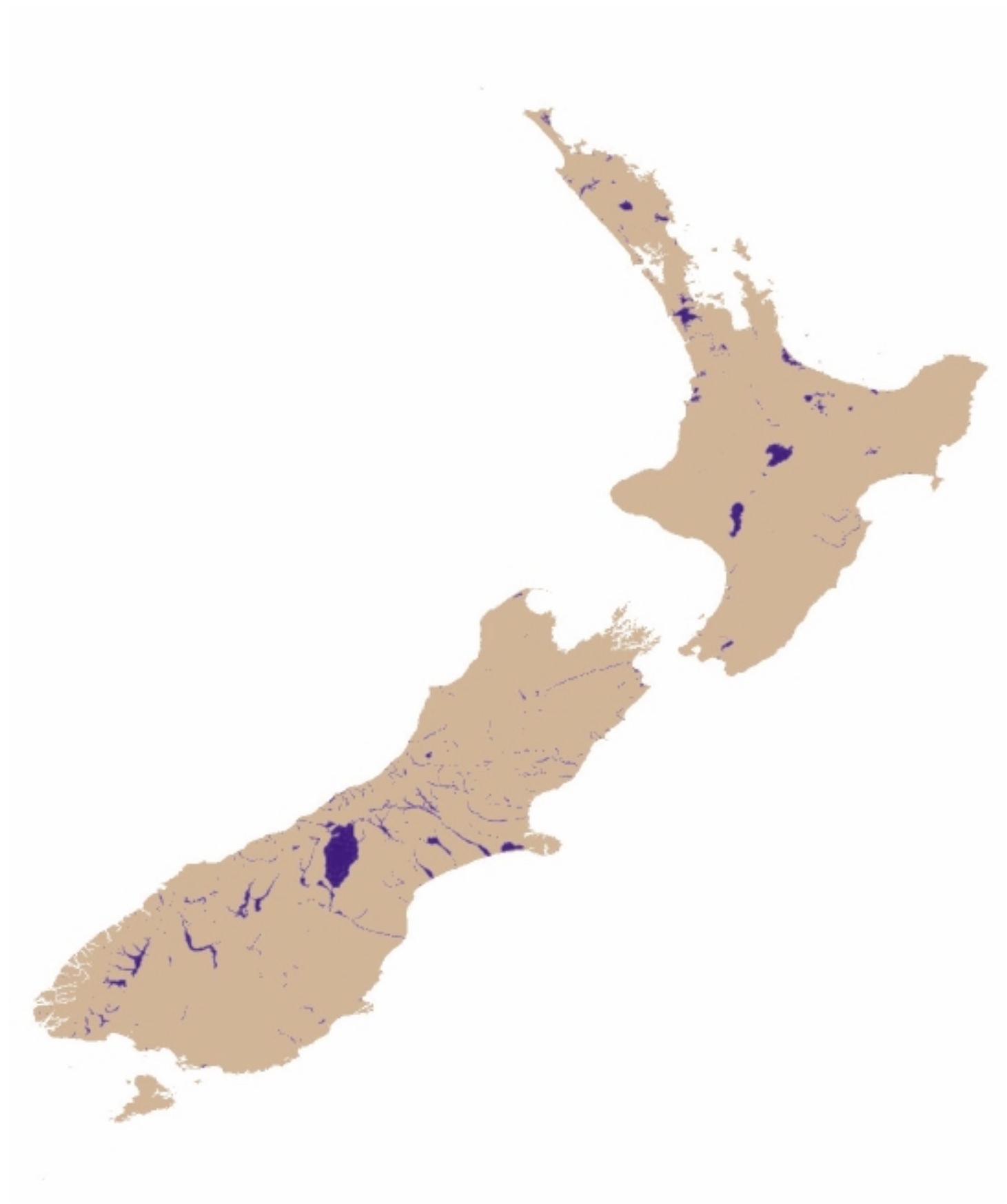
female, active, flashing, south, yelling, forests, gestation and spirals. Red is Papatuanuku Earth Mother, the sustainer of all living things. Red is the colour of earth from which the first humans was made.

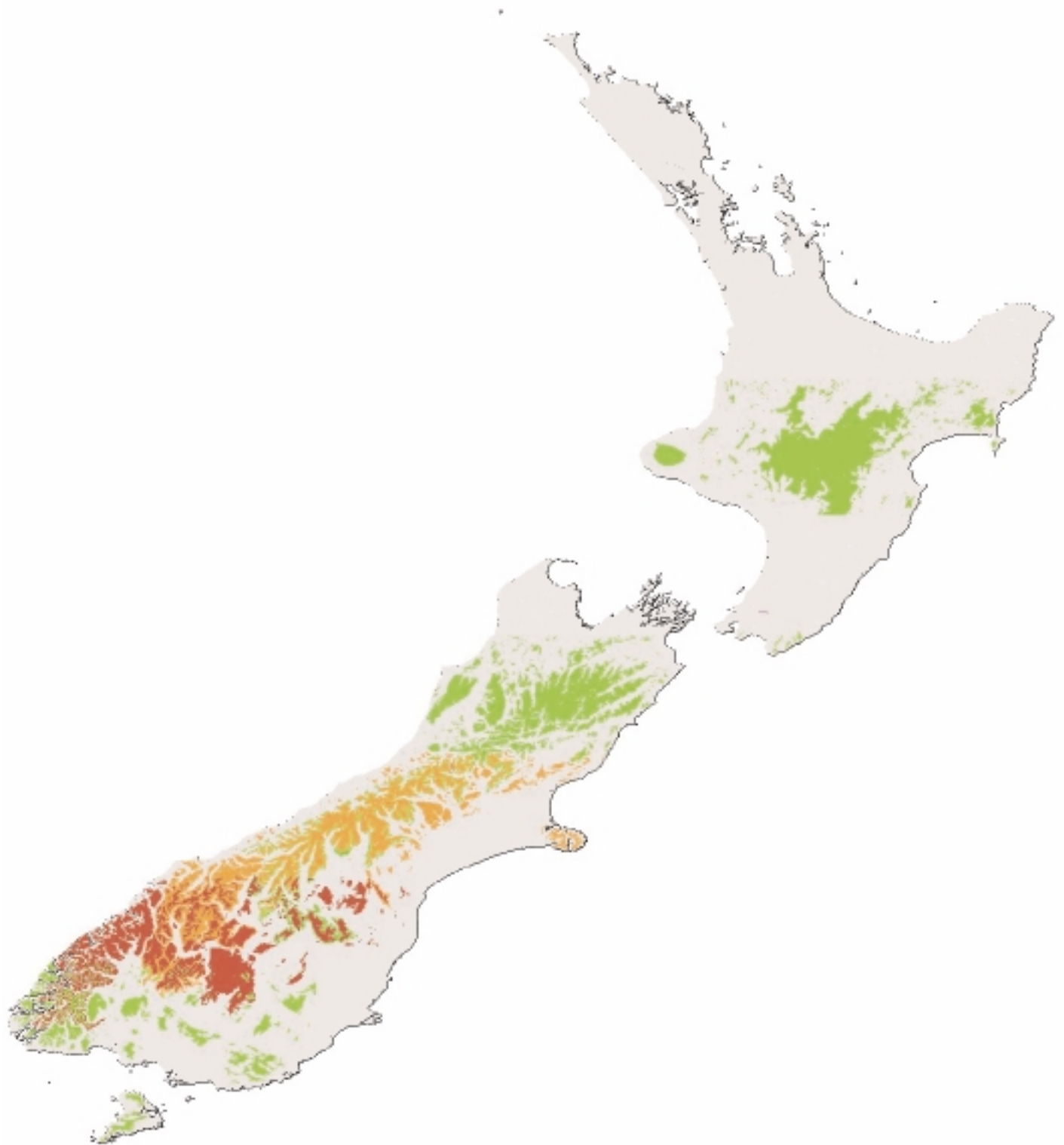


The Flag of Aotearoa/New Zealand

This flag was introduced in 1869 and adopted as the national flag in 1902. It is the British Blue Ensign with a stylised Southern Cross. It is similar to the Australian flag, which has white stars, but patriotism would have me point out that the Australian design was only created in 1901 and not given royal assent until 1954.









Map of Towns over 5,000 plus selected small towns





Geography Student Worksheet: Where is New Zealand?

Name: _____

1. What countries are closest to New Zealand? _____

2. What bodies of water surround New Zealand? _____

3. What other island countries are about the same size as New Zealand? _____

4. What are the names of the three main islands that make up New Zealand?

5. Write down several questions that you have about New Zealand that you would like to learn about during this unit.

6. If the South island of New Zealand is close to Antarctica, what does this tell you about the temperatures on the South island in the winter?

7. New Zealand is in the southern hemisphere. This means that they have different seasons than the northern hemisphere. List the months for the following seasons:

Winter: _____

Spring: _____

Summer: _____

Fall: _____

Geography Student Worksheet: Where is New Zealand?

8. What are 3 things that are similar and 3 things that are different in New Zealand?

Similar

Different

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

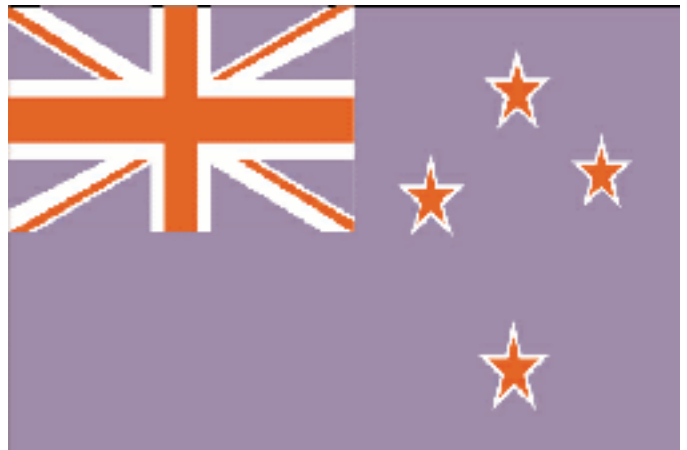
9. What is the population of New Zealand? _____

10. How big is New Zealand compared to your state? _____

11. List 3 facts about the Maori flag



12. List 2 facts about the New Zealand flag



Geography: Student Worksheet– Game Pairs

Names:

Glue the 2 photographs and your description in the space below.
Then make 3 observations about the photographs and what you see. Mark your location on the map to the right.

1. _____

2. _____

3. What looks similar or different to you?



Geography: Student Worksheet– Scavenger Hunt

Name: _____

You are going on a scavenger hunt. Your job is to interview the experts and to find answers to the following questions:

1. What is the tallest mountain in New Zealand called? _____
2. Where can you go Punting on the Avon? _____
3. What was one of the first places that Europeans settled in NZ? _____
4. What created the mountain range on the South Island? _____
5. How many glaciers are there in New Zealand? _____
6. What town in New Zealand is called the Adventure Capital of the World? _____
7. What city is called City of Sails? _____
8. Which Cape is located on the “top” of NZ? _____
9. What is the population of NZ? _____
10. What is the largest native tree of NZ called? _____
11. How many sheep are there in NZ? _____
12. What city has a strong French influence? _____
13. What do Kiwis call the mountain range on the South Island? _____
14. What percentage of the population of New Zealand lives on the South Island? _____
15. Where was an important Maori treaty signed? _____
16. What two sports are popular in New Zealand? _____
17. Where is the spirit tree located? _____
18. What rare mammals can be seen on boat trips from Akaroa harbor? _____
19. Near what town was the movie Lord of the Rings filmed? _____
20. What were the Kaori trees used for? _____
21. What is bungee jumping? _____

Geography: Student Worksheet– Scavenger Hunt Page 2

22. What is the wool of NZ sheep used to make? _____
23. What is a gum digger? _____
24. What town is located where the earth's crust is very thin? _____
25. What causes avalanches in Milford Sound other than snow? _____
26. What is called a "turtle back"? _____
27. What is abalone shell used for? _____
28. What is boogie boarding? _____
29. Where can you see wild penguins? _____
30. What makes the Kura Tawhiti park famous? _____
31. How do trees grow in Milford Sound? _____
32. How much rain does the town of Greymouth get every year? _____
33. What makes the Wai-a-Tapu water green? _____
34. Where is 90 mile beach located? _____
35. How many Maori tribes are there in New Zealand? _____

Extra Credit:

1. What is the ratio of sheep to people in NZ? _____
2. How tall is Mt. Cook in feet? _____
3. If it takes 4,000 sheep for a farmer to be successful sheep farmer, and there are 70 million sheep in New Zealand, and if all the farms were the same size, how many sheep farms would there be?

Maori Introductions

Name: _____

Geography is so important to the Maori that they use it every time they introduce themselves to someone. As you can see below, they start by describing their land and its features, before moving into who their tribe is and finally their family. The name of the person is the last thing that is said. Complete this introduction using your own geography and family information. Think about why you choose each of the answers that you did. The sentences say “ My _____ is _____.”

Ko _____ te Maunga (mountain)

Ko _____ te awa (river)

Ko _____ te waka (canoe)

Ko _____ te marae (tribal building)

Ko _____ te iwi (tribe)

Ko _____ te hapu (sub family)

Ko _____ te whanau (family)

Ko _____ taju matua (father)

Ko _____ taku whaea (mother)

Ko _____ ahua (your name)

Bay of Islands

Located at the “top” of New Zealand, this area is known for being filled with small islands and it includes the town of Paihia. This is one of the first places that Europeans settled when they arrived in New Zealand.

It is here that Waitangi is located and where the Treaty of Waitangi was signed. This treaty was signed between the native people of New Zealand, the Maori (pronounced Maori) and the British government. When the treaty was signed in 1840, there were about 115,000 Maori and 2,000 Europeans living in New Zealand. The treaty was signed by over 500 Maori chiefs and representatives of the British Government.

Now there is a national park at Waitangi and a Maori meeting house (see photo).

Auckland - City of Sails

New Zealand is an island country and sailing is very important to New Zealand people. The city is called the City of Sails and has a population of 1 million people (about 1/4 of the population of the country). While the capital of NZ is Wellington, due to its size, Auckland serves as an “unofficial capital”. The city plays a large role in the world famous Americas Cup sailing race. Teams from around the world have large and very secret workshops around the harbor here.

Auckland is also home to the tallest building in the southern hemisphere- the Sky Tower. It is over 1,000 feet tall. If you are daring, you can climb to the top of the needle and look out, or you can jump off the tower in a special harness that is hooked up to guide wires so that you fall at a safe speed to the ground.

Cape Reinga

Located at the very “top” of New Zealand, this point is where 2 bodies of water collide: the South Pacific Ocean and the Tasman Sea. There is a small lighthouse on the point and a sign that tells how far it is to different parts of the world.

It is here that there is a special spirit tree that is treasured by the Maori people. It stands all by itself on the rocks at Cape Reinga. The Maori believe that no matter where they die in New Zealand, their spirit travels underground to this northern tip of New Zealand and to this spirit tree. Their soul then comes out of the ground, and through this tree to the land of Hawaiki - the spiritual holy land.

Tane Mahuta

New Zealand used to be covered by these massive trees, named the Kaori, many of them over 2,000 years old. This tree is one of the few old trees left in New Zealand. It is a sacred tree to the Maori who call it Tane Mahuta. The wood from the Kaori trees is so dense that it can be preserved for over 50,000 years. Today, farmers can find Kaori trees buried in their fields. The trees are dug up and made into fancy furniture and bowls.

The Kaori trees were so straight that they made excellent masts for sailing ships. In about 75 years, most of these trees, that used to cover New Zealand, had been cut down. Today, New Zealand is covered with pine trees, imported from overseas.

The Maori use songs frequently to honor special places. Here a group of people sing a Maori song for Tane Mahuta.

Wai-a-Tapu (Sacred Water)

Rotorua is on New Zealand's north island, near Taupo. It is one of the places where the earth's crust is the thinnest and in certain places in the city, the ground under your feet feels warm. Many people use the heat from the geysers and hot springs in Rotorua to heat their homes.

The Wai-a-Tapu site is famous for its geysers and colorful water pools that are created from mineral deposits. Sulphur creates the color yellow, silica white, iron oxide red-brown, antimony orange and ferrous iron green. There are also large pools of liquid mud that bubble like boiling water.

People have come for years to soak in the special mineral baths in Rotorua, because of the minerals in the water, your skin feels very soft when you get out of the mineral pools.

Milford Sound

Located on the west coast of the south island, this area gets over 240 inches (20 feet!) of rain each year. This area is filled with waterfalls year-round and is one of the wettest places in the world.

This region of New Zealand is made up of a temperate rain forest and it is covered with vines, jungle, dense forest and ferns. Because of the steep cliffs, trees have adapted by attaching their roots to the moss and lichen that grow on the rocks. They use a broad root system so that they can spread out their weight across a wide area. During storms many times the trees will fall over. This creates tree avalanches as they slide down the steep cliffs.

To get to Milford Sound, you must drive through the Homer tunnel which is 1.5 miles long and took 20 years to complete.

90 Mile Beach

This beach is really only 50 miles long, not 90 miles, but it is still really long! Special light-weight busses can travel on the beach and it is used as a road when the tide is out. This is one of the few beaches in the world that is used as a regular road. Located on the west coast of the tip of the north island, the beach is very close to Cape Reinga.

When traveling on 90 mile beach, many people stop and go boogie-boarding. Using miniature surfboards, people climb to the top of a nearby sand dune and then slide down the dune lying on their stomachs. This provides excellent exercise because climbing up the sand dunes can be hard work.

Omapera

This town on the west coast of the north island boasts a long beach. This area was covered with trees, but recent erosion has created sand dunes. On this beach you can find abalone shells (paua in Maori). These large shells are blue & purple inside. When polished, these shells are used to make jewelry. They are also used for the eyes in many Maori carvings.

In the late 1800's gum (sap that had dripped from the trees and had become hard) from the Kaori tree was used to create a fancy floor polish. Many men from Omapera became "gum diggers". They would dig in the fields looking for Kaori gum that had dropped off the trees up to 50,000 thousands of years before. They would then sell the gum to companies that made this floor polish.

Akaroa

This tiny town east of Christchurch is on a peninsula about 30 miles from the city. This town has a strong French atmosphere which is left over from the French colony that lived here for many years. Back in 1840, the French were trying to claim the South Island as a French Colony. They planned to raise the French flag in Akaroa. But, they were disappointed to come into the harbor and see a British flag already flying. The British had beaten them by only a couple of days.

From Akaroa harbor you can take a boat tour out to the ocean where if you are lucky you can see the Hector dolphins, the smallest dolphins in the world and also the rarest.

Raising Sheep

There are over 70 million sheep in New Zealand and they are raised throughout the entire country. Sheep are raised for both their wool and also for their meat. There are 23 kinds of sheep that are raised in New Zealand and each one has a different kind of wool.

For example, the Merino sheep makes very fine and soft wool and the Coopworth sheep makes very coarse wool. The very coarse wool is used to make blankets and carpets while the soft wool is used to make soft and expensive sweaters. The Merino wool is now combined with the fur from the possum(which does not look like an American possum) to make a very soft and very warm yarn. To make a living, a sheep farmer must have between 3,000 and 4,000 sheep on his farm.

These sheep are near Wellington.

Moeraki Boulders

These boulders, located on the east coast of the south island, just south of Omaru, are very special. These round rocks are made of mudstone and once were part of the mud cliff behind them. Over the years, the cliff has washed away, leaving these boulders on the beach. The yellow patterns in the rocks were created when calcite filled in the cracks in the rocks. Because the rocks look like turtle shells this pattern is called "turtle backs".

Omaru is also famous for the wild penguins that come up on the shores to nest. In this area you can find both blue eyed penguins (the smallest in the world) and also the yellow eyed penguin which are much larger. While penguins can spend the night at sea, they will often come on to land to rest at night. There are several places where you can sit and watch the penguins come home at night.

Arthur's Pass

Arthur's Pass is a tiny town on the way to Greymouth on the west coast of the south island. While the west coast town of Greymouth which is only 40 miles away gets over 240 inches of rain a year, Arthur's pass gets only about 40 inches. Standing in Arthur's pass you can see the storm clouds over the west coast mountains, dumping their rain before moving over the plains of Arthur's Pass.

The Kura Tawhiti park, a sacred spot for the local Maori tribe, the Ngai Tahu is located here. There are 53 Maori tribes in New Zealand, but the Ngai Tahu has the largest tribal land area which covers almost all of the south island. This park is famous because of its limestone rocks that stick out of the ground. The Maori often see animal shapes in nature and one of the rocks here looks like the head of a turtle.

Christchurch

This town is the largest on the south island. Even though the south island is as big as the north island, it has about 1/4 of the country's population of 4 million people.

This town looks similar to towns in England, where its founders were from. You can take a boat and go punting on the Avon. Punting is done in waterways that are very shallow. Passengers sit in a shallow boat and a person stands at the back of the boat and pushes the boat using a long pole.

Another sport that Kiwis are passionate about is rugby. Played with a ball that looks like a football, this game is fast and tough. With over 550 rugby clubs, one in every 25 Kiwis plays on a rugby team. The national rugby team is called the All Blacks. There are boys and girls rugby teams at most schools.

Mt. Cook/Aoraki

Mt. Cook or Aoraki as the Maori call it is the tallest mountain in New Zealand. It is 3,755 meters tall. Aoraki in Maori means cloud catcher and most of the time it is catching clouds and you cannot see the summit of the mountain. All Maori consider this a sacred mountain.

Sir Edmund Hillary was the first man to climb the world's highest mountain- Mt. Everest with his guide Tenzing Norling. Hillary trained on Mt. Cook before his attempt to climb Mt. Everest.

In New Zealand, there are over 18 peaks higher than 3,000 meters (about 9,000 feet) and over 360 glaciers gouge their way downward from these peaks.

If you are very lucky, you can see Mt. Cook reflected in the lake at its base.

Southern Alps

The southern island of New Zealand is filled with a large mountain range. These mountains were created when two of the tectonic plates that make up the earth's crust collided and pushed upwards, creating the mountain range that Kiwi's call the Southern Alps. New Zealand is a very young country geologically and there are still frequent earth quakes that occur.

These southern alps, near Queenstown, were the filming location for the movie Lord of the Rings.

Queenstown

New Zealand people love great adventures and many outdoor sports were invented in New Zealand. Queenstown is called the "Adventure Capital of the World" and people come to ski, climb, paraglide and bungee jump. Bungee jumping was invented when a man jumped off a bridge just outside of Queenstown.

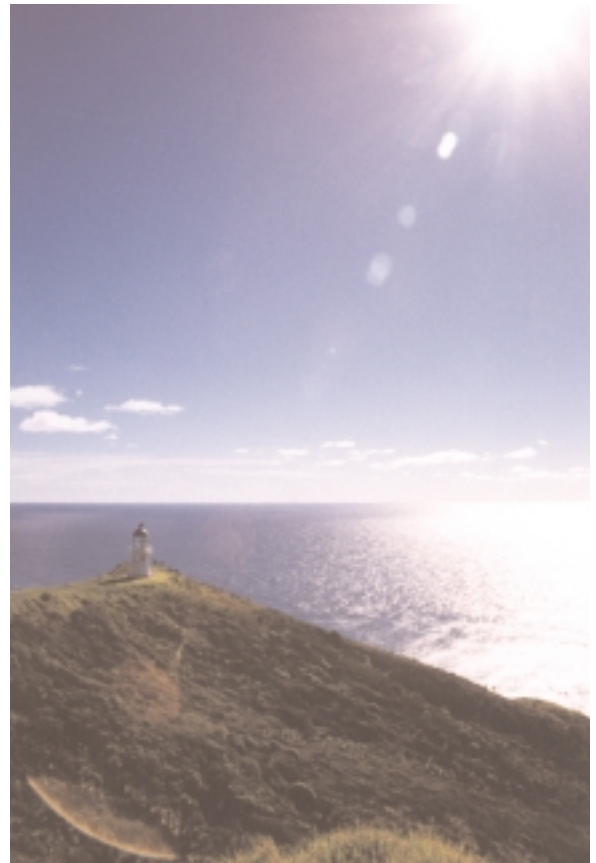
Bungee jumping is when you jump off a tall structure, like a bridge, with huge pieces of rubber tied to your ankles. These piece of rubber keep you from falling too far and after you jump, you bounce back up in their air again several times before stopping.

When you approach Queenstown from the north you can stop and look down the valley into the town, which sits below snow capped mountain peaks.

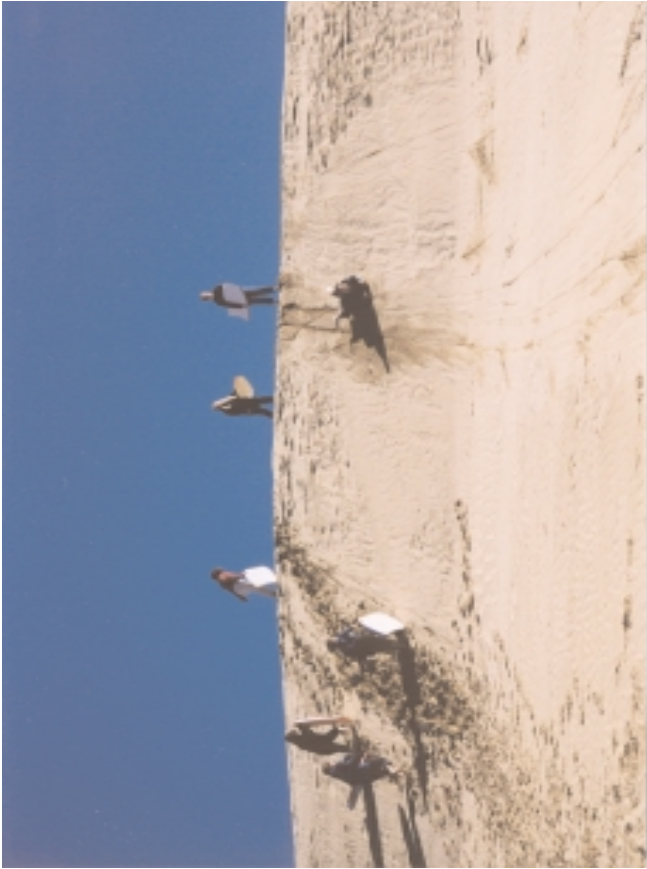
Geography Photos: Bay of Islands (top), Auckland

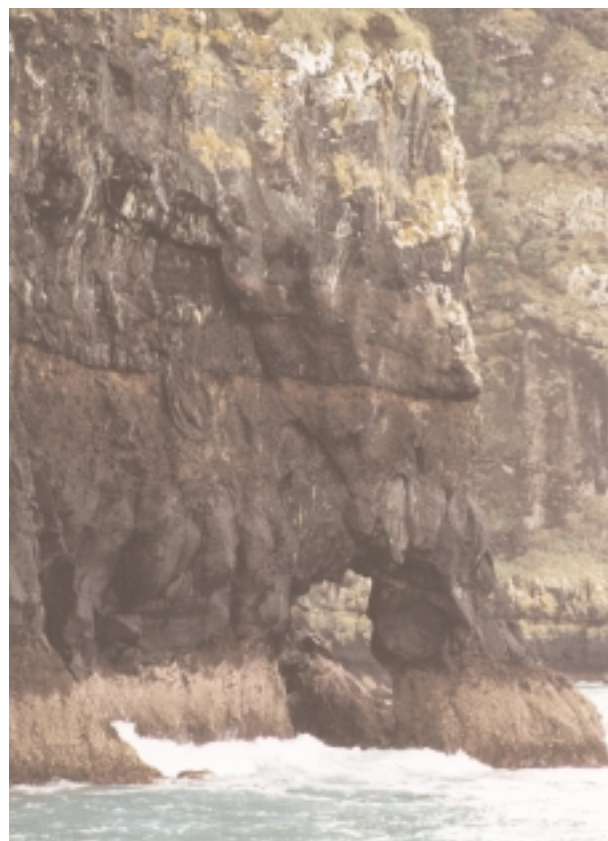


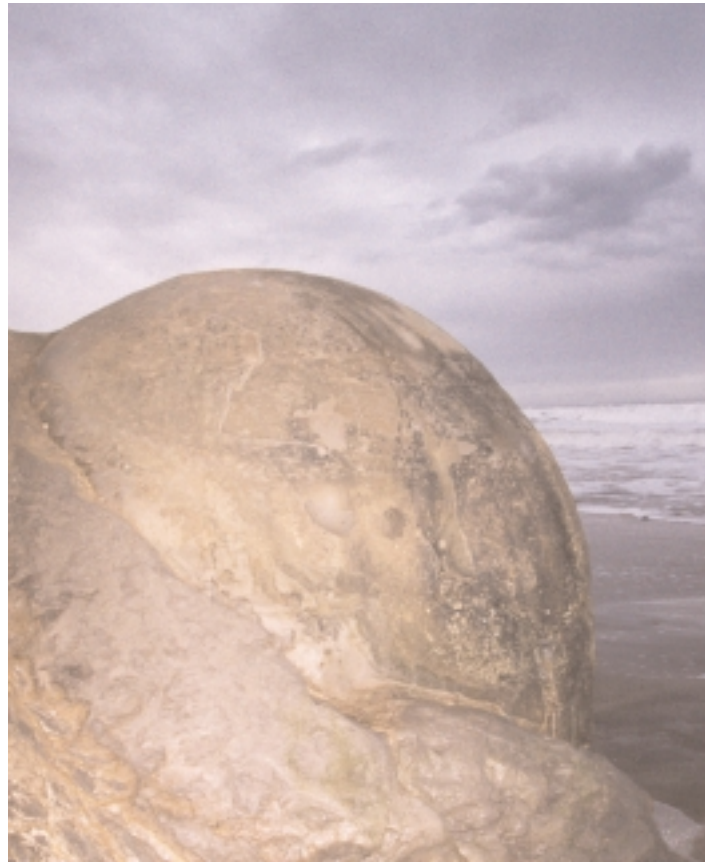
Geography: Cape Reinga (top) and Tane Mahuta











Geography: Christchurch (top) and Mt. Cook



Geography: Southern Alps (top) and Queenstown



English Language Arts: Telling Stories

Lesson Goals:

At the end of the unit the students will know several Maori myths and legends, they will have created their own myth and they will have created a poupou (carved wooden panel) that represents their story. They will also have studied the art of speech making and presented a short speech to the class.

Maori Cultural Connections

The Maori decorate their whare nui (meeting house) with both carvings and weavings. By tradition the men create the wooden carvings called poupou and the women weave the patterned wall panels called tukutuku. As Maori was an oral language, the whare nui was decorated with poupou and tukutuku that carried meanings to the tribes. They helped to remind tribal members of their history and important parts of the Maori culture.

This unit looks at the idea of story telling as a way of capturing history and for passing along lessons that are important to a group of people. "Oratory is the food of good chiefs" is a Maori saying. The Maori place a high value on people who can tell stories that capture the audience.

Vocabulary

Whare Nui	Maori meeting house	(pronounced fare-nui)
Speech	Kauhau	
Story	Korero	
Tukutuku	Wall panels in the whare nui	
Poupou	Carved wooden panels in the whare nui	

Number of Lessons: 5

Websites

List of legends from the Maori: <http://www.maori.org.nz/tikanga/purakau/>

Auckland Museum Teacher Resources: <http://www.akmuseum.org.nz/web/content.cfm?Id=486>

English Language Arts Standards: <http://www.ncte.org/standards/standards.shtml>

Kids Site for Queenstown: www.kidzgo.co.nz

Has a short video, activities and other fun ideas. Also includes the myth of Lake Wakatipu.

Maori rafter patterns: <http://www.lanecce.edu/library/don/rafters.htm#top>

Drawing of the outside of a whare nui, virtual tour: http://www.maori.org.nz/tikanga/whare_f.htm

Excellent description of a powhiri: <http://www.purenz.com/?2C261CE2-7FCD-4181-B3ED-40AAA00E6D28>

Maori Legends: <http://www.history-nz.org/maori9.html>

Information on the marae: <http://www.history-nz.org/maori5.html>

Resources

Legends of Aotearoa by Chris Winitana, Photographs by Andy Reisinger

A large table top book that contains stunning photographs and beautifully written legends.

Traditional Maori Legends: by Warren Pohatu

Land of the Long White Cloud: Kiri Te Kanewa

Materials Needed

Plain white paper or drawing paper
Crayons, colored pencils
Copies of Student Worksheets

Lesson Procedure

Lesson #1

1. As the Maori were (and still are) very tribal, each tribe has their own special land (marae) and a meeting house called a whare nui (pronounced fare-nui). Each whare nui is unique to that tribe. The marae is where the tribe meets, discusses tribal issues, holds funerals and hosts other tribes who come to visit. The whare nui is one large room inside, with ornate carvings (poupou) and weavings (tukutuku) on the walls. When people are visiting, they will sleep on mattresses on the marae. As the whare nui is considered a sacred space, you can only enter another tribes whare nui after you have gone through a special welcoming ceremony called a powhiri (pronounced po-firi). Once you have been welcomed onto a marae through a powhiri ceremony, you are considered one of the tribal family. There is no food allowed inside the whare nui and no shoes are worn inside because it is considered sacred.

The whare nui represents the body of a Maori ancestor with the head being the carving at the top of the whare nui, the arms being creating the entrance way in front of it, the ridge in the inside being the backbone and the ridge poles that come down the ancestor's ribs. Thus, when you enter a whare nui, you are entering the body of an ancestor.

Share this information with the students as they discuss the photographs.

2. Examine the photographs of the carved poupou (tall panel) with the students. The poupou are of two types. Those that show only one figure in the carving (more unusual) and those that show many faces in a carving. These carvings typically have 2-3 faces of important ancestors carved as part of the poupou.

3. Examine the photographs with the students, what do they notice about the carvings? One thing they will probably notice is that many of the carvings have their tongue sticking out. The Maori believe that when they stick out their tongues that they look fierce. This was used to scare warriors of other tribes when they went into battle. They also believe that the eyes are the window to the soul. Often when they are singing they open up their eyes very wide to show more emotion and feeling. In the wood carvings the eyes are often made out of abalone shell. This makes the eyes stand out in the carvings and adds an emphasis on them. When seen in a whare nui, the poupou are made in pairs and they are placed on opposite walls from each other so that each wall looks the same. Close examination reveals that the carver's would make small changes in each carving so that they were not exactly identical to each other.

4. Each poupou in a whare nui tells a story that is important to that tribe. To learn what their stories are for the panels, visitors to a whare nui must depend upon a guide who belongs to that tribe and who can explain the story that is represented by that poupou. The poupou tell stories of heroes of

English Language Arts: Telling Stories

or important events for that tribe. The men who are portrayed were typically great warriors or wise chiefs or priests for the tribes.

5. Have several students read aloud the Maori legends included in this unit. After each story, ask the students the following questions:

- Who is the main character in the story?
- Who was the protagonist?
- What lessons can the students learn from this story?
- Why do they think this legend has existed for so many years?
- Can they think of legends or myths that are similar to this Maori story?
- Do they know of myths or legends that are from other cultures that are similar?

Point out to the students that stories need some kind of conflict to make them interesting to the reader. What conflicts have been seen in the Maori legends?

6. If you have time, ask the students if anyone has any other myths or legends that they would like to share with the class. They can be from their own cultural background, or a legend or myth that they have learned in school.

Lessons #2-4

1. Given the level of your students and the amount of time that you can spend on this unit, you may choose any of the following activities. The point is to have the students think about who would be carved into their own whare nui if they had one. Why would they choose to immortalize this person(s)?

a. With the students discuss who people are in their lives who are heroes or who play an important role in their lives. Why are they important to them? What qualities do they exhibit that the students admire? What is the student's favorite story about this person? What does this story tell about this person? If they were going to tell a story about this person what would they tell?

b. Ask the students to think about an important event in their life. Have them think about why this event was important to them. If they were going to tell the story about why this was important what would they say? What lesson did this event teach the student? What could other people learn from this event?

c. Ask the students to create a myth or legend about themselves. What powers would they have? What adventure would they have? What lesson would they learn in their legend?

8. Using the student worksheets, have the students write a myth or legend. Legends do not have to be long in length but they must have a story line, a conflict, a resolution and a lesson contained within them. The worksheets are designed to help the students create the outline for their legend.

9. Having created the legend, instruct the students that they will now create a poupou carving that tells the story of their legend.

10. Review with students what makes a good speaker. Encourage them to practice their speeches at home to improve their oratory abilities.

Speech Making Tips

1. Know what you are going to say before you say it; even spontaneous speakers should have notes to refer to.
2. Project your voice.
3. Speak slowly; allow your words to sink in.
4. Practice pre-written speeches in advance. Know your speech well enough so that you can give it without reading from the text.
5. Make frequent eye-contact with the audience during your speech.
5. Give your speech with enthusiasm and vocal emphasis.

Lesson #5

1. Once the students have written their legends, have them present them either to the entire class or to each other in small groups. Can the audience member clearly identify the conflict and the lesson? Do the poupou's reflect the legend and its lesson?
2. Have the students keep their legends and poupou to use in the next unit.
3. Review with the students what they have learned in this unit and add their knowledge to the K,W,L chart.

English Language Arts: Student Worksheet– Mapping the Legends

Name: _____

Date: _____

You are going to listen to several Maori myths and legends. After you listen to the story, make a few notes for each story. What was the lesson that the story taught you? Who were the important people in the story? What characteristics did the hero of the story have?

The Creation of the World

Who was: The hero? _____ The protagonist? _____

What is the lesson that the story was teaching? _____

Pou and the Great Bird Ruakapanga

Who was: The hero? _____ The protagonist? _____

What is the lesson that the story was teaching? _____

Rata and the Birds of the Forest

Who was: The hero? _____ The protagonist? _____

What is the lesson that the story was teaching? _____

Rona and the Moon

Who was: The hero? _____ The protagonist? _____

What is the lesson that the story was teaching? _____

The Creation of the Earth with Father Sky Ranginui and Mother Earth Papatuanuku

In the beginning there was Io and a great nothingness. Io created into the nothingness Ranginui (Rango) the male and Papatuanuku (Papa) the female and they were locked in a loving embrace. These two had seventy seven children and seven of these became leaders. These leaders were:

- *Tane*: creator the world and human beings
- *Tangaroa*: lord of the oceans and the water
- *Tawhirimatea*: master over the winds and the elements
- *Haumiatiketike*: ruler over food and nature
- *Turongo*: Protector of the crops and cultivation
- *Tumatauenga*: ruler for war and warriors
- *Whiro*: the balance keeper between all opposites, he rules over decisions and actions

These children lived sandwiched between their parents and they longed to be free. Tumatauenga the god of warriors wanted to kill his parents, but Tane, the creator of all things persuaded him that instead, they should push their parents apart and let sunlight between them. And so Tane stood between his parents and pushed up his back, forcing his father into the sky. His parents clung to each other as they were forced apart and their fingers scratched each other so fierce was their grasp. Their blood dripped to the west and the east, creating the red colors of the sky.

Ranginui the sky father wept at being separated from his wife and his tears became the rain and Papatuanuku's tears of grief created the mists that swirled around the earth. They cried so much that the earth was flooded and their sons wondered what to do. Io told them to turn over their mother so that she could not see their father and be reminded of her grief every day. It took all of them pushing to turn over mother earth and when they did they trapped their youngest brother with their mother. He was angry at being caught under the earth and in his anger he shook mother earth fiercely. Still we can feel his anger when he shakes the earth because he is the god of earthquakes Ruakmoko.

Over time, the grief of Rangi and Papa lessened and the rains and the flooding stopped. In a tribute to his parents, Whiro, the one who balances all things created a rainbow so that the sky and the earth would always be joined.

Pou and the Great Bird of Raukapanga

Pourangahua (Pou) left his home one day and traveled to the great land of Hawaiiiki. There he visited friends and ate their delicious kumara (sweet potato). He stayed for many months and he was hosted by a great chief named Raukapanga.

When it came time for Pou to return home, he asked Raukapanga if he could borrow one of his huge birds that he kept as pets. Raukapanga was reluctant to loan one of his birds to Pou because he loved them very much, but he eventually agreed. Pou left on the back of one of the birds carrying two bags of kumara as a gift from the chief. The chief had explained to Pou that once he reached land, he would have to get off the bird and continue his journey on foot. But Pou was lazy and he made the bird fly him all the way home. Because he had to fly so far, the bird was very tired when he went to return home and he was attacked and killed by a huge evil spirit. The chief was furious about this when he learned what had happened to his bird and so he sent a plague of caterpillars to destroy the kumara crop that Pou had planted from the kumara the chief had given him as a gift.

Rata and the Birds of the Forest

Rata lived in the magical land of Hawaiiki and one day he decided he wanted to build a canoe. He went out into the woods and he chopped down a large straight Kauri tree. He worked hard all day forming the canoe but when darkness came he was still not done. He decided to return home for the evening and that he would finish it the next day.

The next morning he came back to where he had left the canoe and it was gone! In its place was the tree he had cut down the day before, standing perfectly as if it had never been cut down. Rata was confused but he chopped down the tree again and again worked all day on his canoe. When darkness came he was not complete and he returned home to sleep.

On the third morning he came back and this time he was angry to see again his canoe had turned back into a tree. Someone was tricking him! Again he felled the tree, but at the end of the day, he hid in the forest to see who was tricking him. Soon all the birds in the forest fluttered around his canoe and chip by chip the put the tree back together again. Rata jumped out of his hiding place and asked the birds “why are you doing this?” The birds told Rata that he had not asked Tane for permission to use the tree and so Tane had instructed them to put the tree back together again. Rata knew he had been wrong and so he prayed to Tane to ask for forgiveness and for permission to make his canoe. Tane gave his blessing and he instructed the birds to help Rata finish the canoe. When he was finished, Rata gave thanks to Tane for giving him one of his children as a gift so he could create his canoe.

Rona and the Moon

Rona lived many, many generations ago with her husband in their hut in a small village that was next to a gentle river. One night her husband was thirsty and he asked Rona to get him a drink of water. Rona was warm and comfortable in her bed but her husband insisted and she got up to get him water from the taha (gourd). Unfortunately the taha was empty and Rona did not want to walk to the river to get more water. But her husband said he was very thirsty and so Rona stormed out of the hut angry that she had to walk to the river in the darkness.

She filled her taha at the river and as she was coming back home the moon disappeared behind a cloud and in the darkness Rona stubbed her toe on a big rock. She cursed the moon for hiding its light from her and causing her to hurt her toe. The moon heard her cursing and he was angry with her. “Rona, it is not my fault that you are out walking in the night” he said.

But Rona was angry and she was in pain and she cursed the moon again for making her fall. The moon became so angry that he decided to punish Rona by capturing her and bringing her up to him in the sky. Rona felt the moon pulling her and she held tightly to her taha and then to a tree, fighting to stay on earth. But the moon was too strong and he ripped the tree up by its roots and he brought Rona, her taha and the tree up to the moon. And she remains there until this day clutching her taha and her tree.

English Language Arts: Storytelling – Student Worksheet– Creating a Legend

Name: _____

Date: _____

You have been reading and learning Maori legends and myths. Now it is time to create one of your own. Use this worksheet to help you plan out your story. Once you have created your myth, create a poupou that would hang in your tribes where nui for generations to come, as a reminder of your story.

Main character of the story: _____

Title of the myth: _____

What type of characteristics does this character have? Are they strong, lazy, smart, tricky?

Who is the protagonist in the story? _____

What is going to happen to this character in this story?

What is the important lesson that readers should learn by reading or hearing your story?

What images do you want to put into your poupou?

Photographs of a Whare Nui



Outside views of a whare nui



Rooftop figure









Inside a whare nui- picture shows the tukutuku and the carved wooden panels

Math: Finding Meaning in Maori Patterns

Lesson Goals:

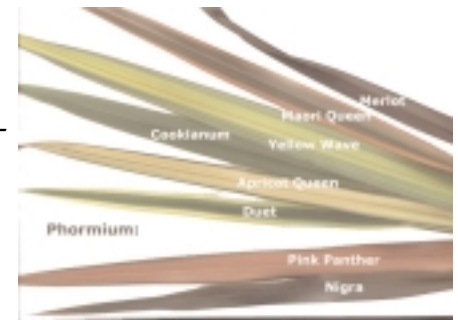
At the end of the unit the students will be able to identify common shapes found in Maori patterns, to tell the meaning of at least one Maori pattern and have created a pattern themselves.

Maori Cultural Connections

The Maori decorate their Whare Nui (Meeting House) with both carvings and weavings. By tradition the men create the wooden carvings called poupou and the women weave the patterned wall panels called tukutuku. As Maori was an oral language, the whare nui was decorated with poupou and tukutuku that carried meanings to the tribes. They helped to remind tribal members of their history and important parts of the Maori culture.

This unit looks at the meanings and math patterns found in the tukutuku. The tukutuku designs were used to complement or reinforce the stories told in the poupou. In contrast to the swirling designs of the poupou, the tukutuku are made up straight lines. In more modern times, tukutuku have been used to decorate churches, as table top designs and as room dividers.

Tukutuku are made up of a back supporting frame (that cannot be seen from the front), horizontal rods and then the leaves of the keikei flower which is woven to create patterns and designs. Just as the poupou, tukutuku are created in pairs and hung so that each wall of the whare nui looks the same.



Flax

Vocabulary

Whare Nui	Maori meeting house	(pronounced fare-nui)
Tukutuku	Wall panels in the whare nui	
Waita	Song	
Karakia	Prayer	
Kumara	Sweet potato	
Poupou	Carved wooden panels in the whare nui	
Taniwha	Mythical water creature	

Number of Lessons: 5

Standards

“ In grades 3–5 all students should—Understand patterns, relations, and functions describe, extend, and make generalizations about geometric and numeric patterns; represent and analyze patterns and functions, using words, tables, and graphs.” National Maths Standards

Websites

Auckland Museum Maori Units for Teachers: <http://www.akmuseum.org.nz/web/content.cfm?Id=486>

New Zealand Math Site: <http://www.nzmaths.co.nz>

National Math Standards: <http://standards.nctm.org/document/chapter5/index.htm>

Math: Finding Meaning in Maori Patterns

Materials Needed

Graph paper
Crayons, colored pencils
Copies of Student Worksheets

Lesson Procedure

1. Discuss with the students that they will now be studying the tukutuku patterns that are found in the whare nui beside each poupou.
2. Divide the students into small groups. Give each group a photograph to examine. Ask them the following questions:
 - a. What do they notice about the patterns?
 - b. What shapes do they see in the panels?
 - c. What do they think the panels might mean?
 - d. On their worksheets, have the students draw the patterns that they see in the photographs.
3. Have the groups switch photographs and have them consider the same questions. After they have looked at several of the photographs ask them if they see any shapes that repeat themselves in the photographs. (step patterns, triangles etc.). What are other observations that they can make about the patterns (such as the fact that there are no curved lines).
4. With the students create a bar graph of the number of different shapes that are found in the photographs. Which one appears more often?
5. Discuss with the students how the patterns repeat. Ask them how they would create a repeating pattern. Examine the staircase and armpit patterns with the students. Ask them if they can figure out the number that is used to form the foundation for these two patterns (sections of 3 squares are used to create most of these two patterns.) Talk with the students about mirror images, which ones can they find in the photographs?

Lesson #2

1. There are four patterns re-created for this unit. Each one has a story which explains what the pattern means. Have the students read the four myths that give the meaning for the tukutuku. Some of the myths are similar to the legends in the last unit. Many of the myths and legends of the Maori vary from tribe to tribe, each one have their own version. Discuss with the students the myths and their meanings.
2. Using graph paper, have the students create a repeating pattern from the patterns that are in this lesson.
3. For homework, have the students look for patterns in their own communities. What kinds of patterns do they see? (rows of chairs, patterns found on houses or buildings, patterns found in nature etc.)

Math: Finding Meaning in Maori Patterns

Lesson #3 & 4

1. Discuss what the students can deduce about their own environments from these patterns. If they live in a city, do they see patterns in the buildings and the building materials? If they live in a more rural area, do they see patterns in the crops in the fields?
2. Choose one of the following:
 - a. In the English Language Arts unit, the students created a story and a “carved panel” that told a story. The tukutuku panels stand between the carvings in the whare nui. Have the students create one (or two) panels that would stand beside their carved panel. How would their panel support the story told in their panels?
 - b. Discuss with the class events that have happened with the class and what they have meant to the class. Pick one event that represents something important to the class. Have each student create a pattern that represents that event. In small groups, have the students share their patterns with each other and explain how they feel their pattern represents the class event.

Lesson #5

1. Discuss with the students all that they have learned from these three units. Add additional information onto the K,W,L chart. What surprised them the most? What did they like about the Maori culture? What similarities did they find to their own cultures? What did they learn about themselves or their families by completing the exercises?

As a wrap-up consider creating a Maori wall where students can showcase their poupou, legends and tukutuku. Or invite parents in for a Maori evening and have the students present their work. This is particularly powerful if the students have written legends about members of their families.

Maori Math Patterns: Photographs of tukutuku patterns



Maori Math Patterns: Photographs of tukutuku patterns



A Maori guide demonstrates the fierce expression of one of the carvings





A Maori man calls the tribe on a conch shell



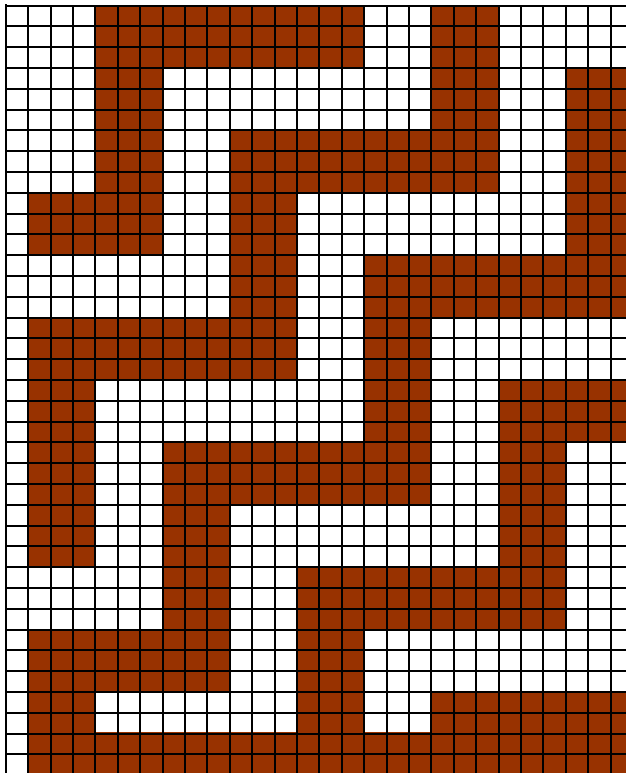
Maori performers sing a traditional song



Maori performers sing a traditional song



A group of Fulbright Scholars spend a night in a whare nui



Staircase – Poutama

This pattern represents the staircase the god Tane climbed to heaven to get the three baskets of knowledge for the Maori people. Tane is the god who pushed apart father sky and mother earth so that sunlight could come between them, and thus plants and animals could grow. After he had created food, Tane created man. Tane felt that man needed knowledge too so he set out to find this knowledge. Tane climbed the highest staircase to heaven and it was there that he found the three baskets (kete) of knowledge that he brought back for man. The Three Baskets of Knowledge are:

1. *Te Kete Uruuru Tau Aronui*

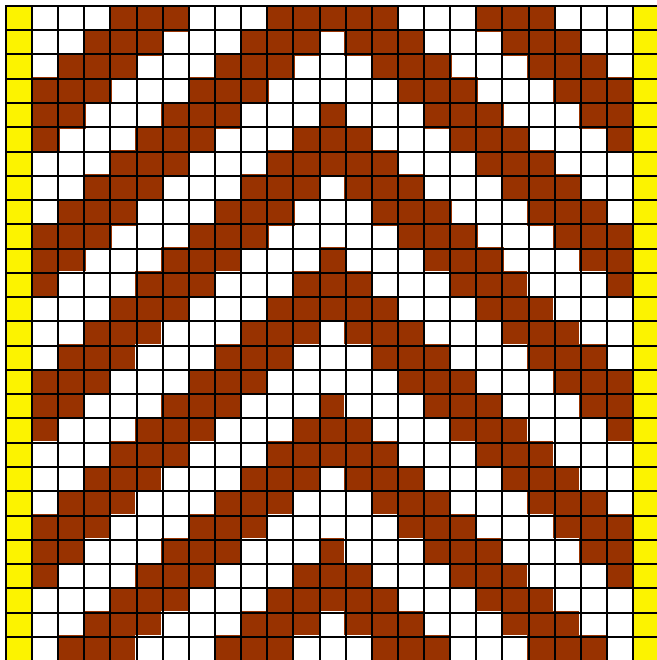
Containing wisdom, building, arts and agriculture.

2. *Te Kete Uruuru Matua Tuauri*

Containing ancient rites and ceremonies

3. *Te Kete Uruuru Rangi Tuatea*

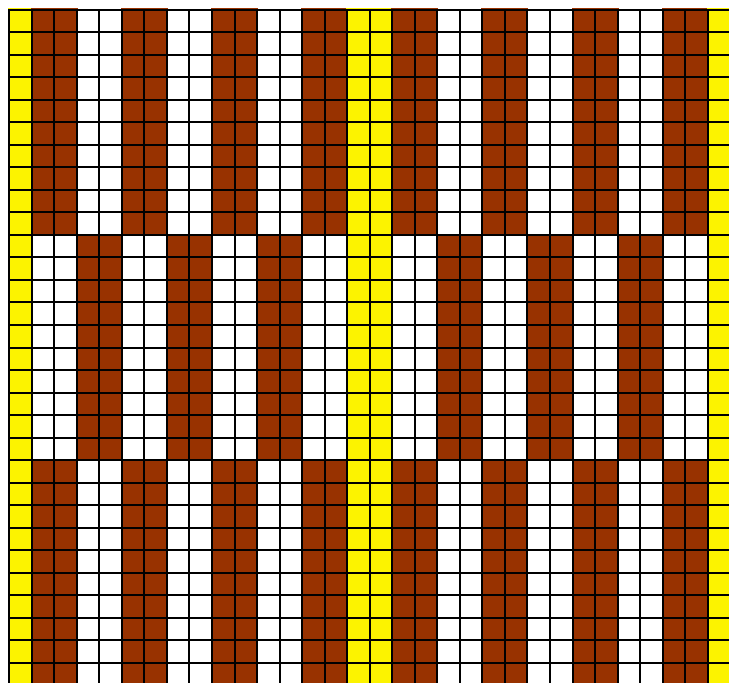
Containing the knowledge of incantations, war, magic, and the tradition which includes the history of the Maori people.



Armpit – Kaokao

The Maori culture is made up of tribes that live all across New Zealand. In the past, some of the tribes were friendly to each other, but many fought amongst themselves frequently. Because they were often in battle, the men developed very strong arms and armpits from using their spears. If a warrior had strong arms and armpits he had a better chance of being successful in battle.

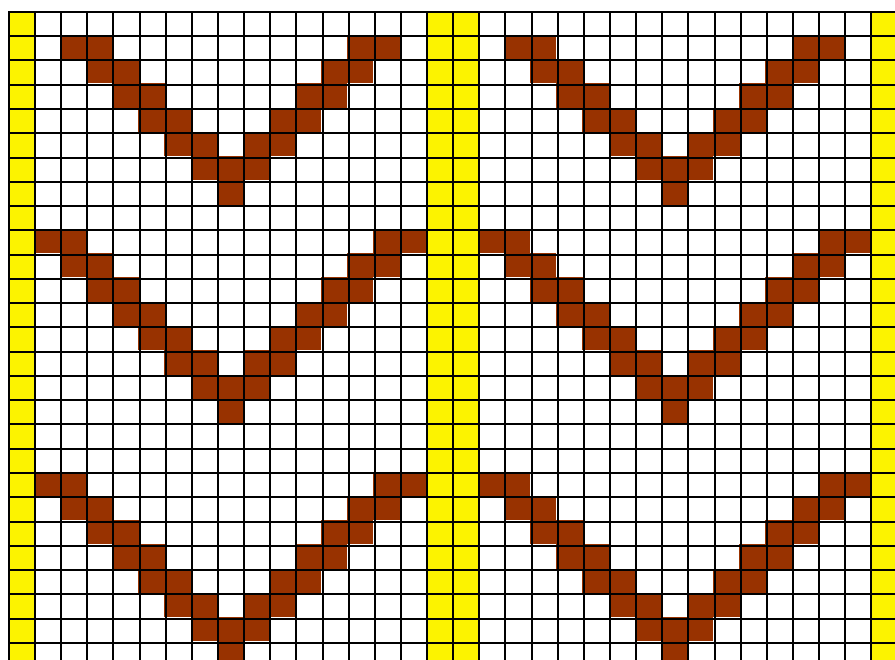
To help them prepare for battle, a warrior would stand on a mat with the kaokao pattern on it while prayers for strength in battle were said over him.



Albatross Tears–Roimata toroa

This pattern comes from tribes that live on the east coast of New Zealand. Pourangahua was a planter of the sweet potato (kumara) and he returned to the sacred land of Hawaiki to get more to plant. When he returned he was carried back on backs of two albatrosses.

After his safe return, Pourangahua was supposed to give a prayer of thanks (karakia). But he had missed his wife so much while he was away that when he returned he rushed to see her instead of offering his karakia. When the albatrosses saw this they began to cry, and then Pourangahua remembered his duty to offer a prayer. But because he had said the prayer too late, when the albatrosses returned to Hawaiki, they were attacked by evil spirits. The god Ruakapanga was very angry to see that his albatrosses were injured when they returned to him. To get revenge he sent insects that ate the sweet potatoes that Pourangahua had planted.



Taniwha's Teeth– Niko taniwha

The Waikato tribe use the saying “He pike he taniwha” meaning at every bend there is a taniwha. Taniwha is a fantastic water creature that is mythical but not real and he lived in the Waikato river. To the Waikato tribe this saying meant that at every river bend there was a *whare nui* and therefore a chief and warriors that could either welcome visitors if they came in peace, or that could defend the tribe if other tribes came to attack them.

Student Worksheet: Math – Maori Tukutuku Patterns

Name: _____

Date: _____

You are going to be looking at photographs that show the Maori tukutuku- panels that are hung on the walls of the whare nui (meeting houses). These panels have patterns that repeat in them. As your group looks at different photographs, draw several of the patterns that you see in the boxes below.

Pattern #1

Possible Meaning: _____

Pattern #2

Possible Meaning: _____

Pattern #3

Possible Meaning: _____

Pattern #4

Possible Meaning: _____

Student Worksheet: Math– Patterns in My Neighborhood

Name: _____

Date: _____

You are going to be looking for patterns that appear in your neighborhood. These could be patterns you see walking on the street, patterns you find in school or patterns you find in your home. Draw four patterns that you find and explain what they are from and what they mean to you.

Pattern #1

Meaning: _____

Pattern #2

Meaning: _____

Pattern #3

Meaning: _____

Pattern #4

Meaning: _____

Student Worksheet: Wrapping it up

Name: _____

List five facts that you now know about New Zealand

1. _____
2. _____
3. _____
4. _____
5. _____

List five facts that you now know about the Maori

1. _____
2. _____
3. _____
4. _____
5. _____

What did you learn that surprised you the most?

What are some ways that the Maori are different than you?

What are some ways that the Maori are similar to you?

Website Resources: New Zealand

General Information-Government

www.minedu.govt.nz

Ministry of Education for New Zealand

www.natlib.govt.nz

National Library of New Zealand

http://www.tki.org.nz/r/socialscience/curriculum/SSOL/marae/index_e.php

Teacher resource list from the Ministry of Education.

<http://www.ero.govt.nz/Publications/index.htm>

The Department of Education Review Office
Publications

History

<http://www.nzhistory.net.nz/LinksContentFrame.html>

Page on NZ history on the Net, arranged by subject.

Travel and Tourism

<http://www.purenz.com>

Tourism NZ's official website. Includes a great step by step description of the powhiri.

www.nzet.co.nz

New Zealand Educational Tours is a first class company that takes touring New Zealand to a different level, adding an educational component to the tour. In addition they can show you all of the best sights New Zealand has to offer. They have extensive Maori contacts.

www.newzealandsites.com

Welcome to New Zealand's largest Web directory! NewZealandSites.com features 33,367 Web site listings. Type keywords into the Rocket Search engine, view the New Zealand map, or click through the categories to find what you're looking for. Includes business links.

www.tourism.net.nz

General information site.

www.nzvisitorsbureau.com

New Zealand Visitors Bureau

<http://www.nzmuseums.co.nz/>

Museums that are on-line in NZ.

www.aardvarktravel.net

Search engine for travel sites. Turns up lots for New Zealand.

www.familystophere.com

Family holiday site for New Zealand.

www.museumqueenstown.com

The museum found in Queenstown.

www.vnz.co.nz

Virtual New Zealand. Has a bit of everything. NZ news, general information, Maori culture, & regional information.

www.rotoruanz.com

Tourism site for Rotorua.

<http://www.jasons.co.nz/destinationlordoftherings/>

Website that shows the areas of New Zealand where Lord of the Rings was filmed.

General Information -Kids Sites

www.kidzone.co.nz

A website for kids. Includes penpals, some photos, cooking recipes, competitions and jokes.

www.kidzgo.co.nz

Kid site for Queenstown on the south island. Has a short video, activities and other fun ideas. Also includes the myth of Lake Wakatipu.

www.coolkids.co.nz

Recipes, art, teacher resources.

Sites for Educators

<http://www.cwa.co.nz/eduweb/index.html>

Has educational links, curriculum guides and much more for teachers.

<http://www.nzmaths.co.nz>

Math related information.

www.fulbright.nz.org

Fulbright New Zealand site.

Website Resources: New Zealand

Flora and Fauna

<http://www.doc.govt.nz/conservation/index.asp>
NZ Governmental Department of Conservation.
Gives a large quantity of information on plants, animals and different environments.

<http://www.doc.govt.nz/Conservation/002~Animal-Pests/Possums/index.asp>
The Department of Conservations page on possums.

www.kaimaibush.co.nz
Biology site that lists the ferns, fungi and other plants from the Kaimai Bush area. Good photographs.

www.hiddenforest.co.nz
Mostly plants in the Auckland area. Shows slime molds, lichens and primitive plants. Has great photographs.

www.landcareresearch.co.nz
Very dense biological information on plants.

www.lawsite.co.nz
Database for the uses for plants from the Maori tradition. Can also be reached at:

<http://peopleplanets.landcare.cri.nz>
www.fungi.co.nz
The name says it all!

www.floralartmall.com/flax.html
See different kinds of flax plans.

<http://www.penguin.net.nz/blue/blues.html>
<http://www.penguins.co.nz/>
<http://users.capu.net/~kwelch/pp/>
All of these sites are about Blue Penguins

<http://www.bigjude.com/BIRDSONG/Goodmornin g.html>
New Zealand Endangered Birds and the Hauraki Gulf website

Sports

<http://www.haka.co.nz/>
Site about the National Rugby team the All Blacks.

Websites from Around the World about New Zealand

<http://users.rcn.com/heistad>
Website that contains all of these curriculum links along with other information.

www.cia.gov
The CIA has on its website The World Fact Book. This is an excellent source for country statistics and information for almost every country in the world.

www.state.gov
The State Dept. provides Background Notes on almost every country in the world. A more general overview than the statistics found on the CIA website.

www.un.org
United Nations main home page. Link to Member States for embassies and permanent missions. Also check under cyberschoolbus for general country information.

<http://sun2.lib.uci.edu/HSG/RefHealth.html>
One of my favorite country resources. Find country information, time zones, international law and shipping and all kinds of other tidbits.

www.loc.gov
Library of Congress site. Has other connections as listed below.

lcweb2.loc.gov/frd/cs/cshome.html
Country Studies
This site has 91 different country studies that are extensive, covering all aspects of political, cultural and economic aspects of the country.

lcweb2.loc.gov/ammen/ndlpedu/resources/inres/area/index.html
Teacher Resources. Has links for all different regions of the world.

lcweb2.loc.gov/ammen/ndlpedu/resources/inres/area/index.html
Regional Links. Information Links for Regions Around the World.

Website Resources: New Zealand

www.un.org/Pubs/cyberschoolbus/main.htm

Cyber School Bus

This section of the UN homepage provides a wealth of information for teachers and students. Has a great tool where you can compare statistics about different countries, and play a global game. Tons of resources for teachers and students.

http://www.un.org/Pubs/CyberSchoolBus/infonation/e_infonation.htm

Infonation An easy-to-use, two-step database that allows you to view and compare the most up-to-date statistical data for the Member States of the United Nations.

<http://fotw.digibel.be/flags/index.html>

Flags of the World

<http://oddens.geog.uu.nl/main.html>

Over 16,500 maps are located on this site. From ancient to modern, from the simple to the complex, you are sure to find them here.

Website Resources: Maori

General Information

www.aotearoalive.com

News, postings, live radio, LOTS of links.

<http://whakaahua.maori.org.nz>

Maori Images Gallery. Part of the maori.org.nz whanau, this section has Maori Clip Art, web art, photos etc

http://www.maori.org.nz/g_cards/index.htm

Maori E-Greeting Cards

<http://maori.culture.co.nz/>

Gateway to Maori Resources online

<http://maaori.com/>

A large quantity of general information including immigration to NZ.

<http://maorinews.com/karere/>

Section that provides links to all kinds of resources. This includes newspapers in NZ.

<http://www.manaonline.co.nz/sitemap.htm>

Mana is a Maori magazine. This is the on-line version.

<http://www.nzmis.org.nz/>

Maori Internet Society. All kinds of information including an E-Library. Clicking on this and then on the links button at the top will provide a listing of links by topics. This includes many links for topics such as laws, the Treaty of Waitangi and

<http://www.maori.org.nz/databases/email/>

Maori Email Directory, a fully searchable Maori Email database.

<http://www.piperpat.co.nz/nz/maori/>

A listing of Maori Web Sites

http://directory.google.com/Top/Regional/Oceania/New_Zealand/Society_and_Culture/Maori/?tc=1

Google Maori Listings

<http://maaori.com/research/>

Maori Research Sources and Resources. A guide for researchers and students.

http://tepuna.natlib.govt.nz/web_directory/NZ/maori.htm

Te Puna Web Directory. New Zealand - Maori subject list

<http://www.akmuseum.org.nz/web/content.cfm?Id=486>

Auckland Museum's Teacher Resource Section on Maori topics.

<http://www.waikato.ac.nz/library/resources/nzc/04maori.shtml>

Maori Sites and resources. Links to various topics

<http://www.geocities.com/Heartland/Shores/9667/maori-one/index.html>

Maori Online. A list of Maori Sites

http://dir.yahoo.com/Regional/Countries/New_Zealand/Society_and_Culture/Cultures_and_Groups/Cultures/Maori/

Yahoo Maori Culture Listings

<http://www.zalca.com/maori.html>

Maori Organizations & Resources

<http://www.dnzb.govt.nz/dnzb/>

Dictionary of NZ Biographies. Online biography. There are many people in the dictionary, including many Maori.

<http://www.nativeweb.org/resources.php?name=Maori&type=1&nation=209>

Native Web. Resource database of Maori sites listed at Native Web.

<http://www.scimworx.vuw.ac.nz/student-projects/hotelz/hokianga/Resources.htm>

Resource List- Links

<http://www.enzed.com/tw.html>

eNZed

<http://www.community.net.nz/community/maori.htm>

CommunityNet Aotearoa - Maori Links

http://www.zeroland.co.nz/new_zealand_maori.html

Maori art and culture: a web directory

Website Resources: Maori

<http://www.geocities.com/Athens/Academy/4038/nz.htm#Maori>

Information about Maori

<http://library.christchurch.org.nz/Resources/Maori/>
Directory of Maori Internet Resources

<http://www.in2edu.com/downloads/clipart.htm>
Educational information of all types. Includes Maori clip art.

<http://www.lanecce.edu/library/don/rafters.htm>
Maori rafter patterns

<http://faculty.plattsburgh.edu/john.kellermeier/Ethnomath/StripPatterns.htm>
Examples of Maori and Inca rafter patterns.

<http://www.livingheritage.org.nz/about/index.shtml>
Living Heritage is an online bilingual initiative that enables New Zealand schools to develop and publish an online resource, based on a heritage treasure in their community.

Communication Patterns

<http://www.vuw.ac.nz/lals/lwp/research/culture.htm>
Research into the communication patterns that are different between Maori and Pakeha.

Maori links by Topic

Powhiri Links and Information

<http://www.purenz.com>
Tourism NZ's official website. Includes a great step by step description of the powhiri.

www.maoriculture.co.nz
Mostly an advertisement site for the Maori village in Christchurch. However, under videos and links it does show a short video of a challenge. Also a short clip on a Maori show.

<http://maaori.com/>
Includes a full translation of a powhiri welcome and steps to the powhiri.

http://www.maori.org.nz/tikanga/whare_f.htm
Includes parts of the whare.

History

<http://www.nzinfo.com/areawaitangi.htm>

<http://www.nzhistory.net.nz/Links/treaty.htm>

Waitangi is where a treaty was signed between the Maori tribes and the British government. These two sites provide information on the treaty. The second one has leads to other academic sites.

Maori Language Sites

<http://www.nzhistory.net.nz/Gallery/tereo/words.htm#maarae>

100 Words of Maori that everyone should know. Includes Quicktime files that give the pronunciation.

http://dir.yahoo.com/Social_Science/Linguistics_and_Human_Languages/Languages/Specific_Languages/Maori/
Yahoo Maori Language Listings

<http://hammer.prohosting.com/~penz/encycl/malapoly.htm>
Article on the development of the Maori language.

<http://kel.otago.ac.nz/translator/>
English-Maori translator on-line.

<http://www.classysisters.co.nz/>
A site designed to help people learn Maori.

Tribal Sites

<http://www.ngaitahu.iwi.nz/>
The Ngai Tahu website.

Website Resources: Maori

Art and Artists

www.boneart.co.nz

Lots of information on bone carving and jade carvings. Includes history and designs.

www.maoriart.org.nz

Maori artists.

www.mokomuseum.co.nz

Contract information for the National Tatoo Museum of NZ

<http://sorrel.humboldt.edu/~rwj1/mauri.html>

A professor at Humboldt University in California has put together a collection of images from all around the world for his class. This listing is the index for his images.

www.textiles.org.nz

Welcome to Patterns of Identity: Textiles in Aotearoa. A website that features the work of a variety of artists.

Myths and Legends

"Oratory is the food of good chiefs" Maori saying

<http://www.maori.org.nz/tikanga/purakau/>

List of legends from the Maori.

www.kidzgo.co.nz

Kid site for Queenstown on the south island. Has a short video, activities and other fun ideas. Also includes the myth of Lake Wakatipu.